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ABSTRACT

This report presents information describing the extent and effectiveness of Elementary and Secondary Education Act, Title I. Public Law 89-313 programs for schools for handicapped children in Kansas during the school year 1977-1978. Programs in 29 day care facilities and 9 state institutions in 28 countries were funded. These facilities provided services to 2,971 children at a cost of $1,107,450. Tables present data concerning age, type of handicap, educational activities, staff time and training, and selection of participants. Another table presents student participation, duration, and success rate. A brief statement summarizes program administration, operations, services, and evaluation. (CTM)

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Kansas Annual Evaluation Report 1977–1978

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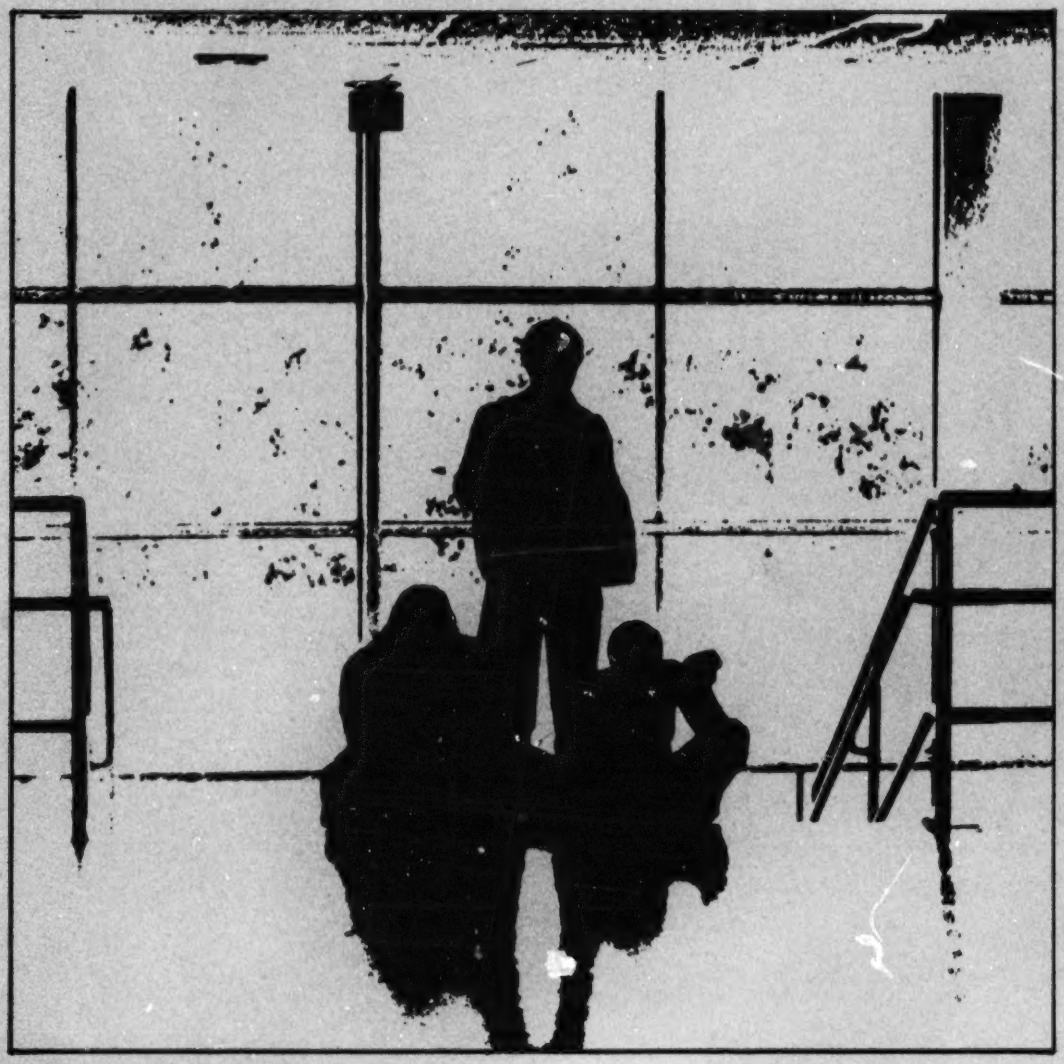

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CONTENTS

Acknowledgement i

Programs for Handicapped Children

Introduction 3

P. L. 89-313 Program Sites 4

Overview of P. L. 89-313 Programs

- Background 7
- Distribution of Participants and Funding 7
- Distribution of Program Activities and Funding 9
- Distribution of Staff Time 10
- In-Service Training 11
- Information Dissemination 12
- Selection of Participants 13
- Program Achievements 14
- Commentary on Achievements 17

Program Administration

- Operations and Services 18
- Evaluation 20

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PROGRAMS FOR HANDICAPPED CHILDREN

6

INTRODUCTION

The Elementary and Secondary Education Act of 1965, Public law 89-10, amended by Public Law 89-313, provided grants to state agencies operating or supporting schools for handicapped children. In fiscal year 1972, day care centers for handicapped children became eligible to participate in P.L. 89-313 funded programs. "Handicapped children" as defined by the U. S. Office of Education, means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled and other health impaired children.

Agencies operating or supporting schools and day care centers for handicapped children have completed the reports of their fiscal year 1978 programs which are on file in the state educational agency. This summary contains information compiled from those reports.

During fiscal year 1978, the state educational agency received a total P.L. 89-313 grant of $1,107.450 to be used for handicapped children. Thirty-eight institutional programs in Kansas drew support from those monies.

P. L. 89-313 PROGRAM SITES

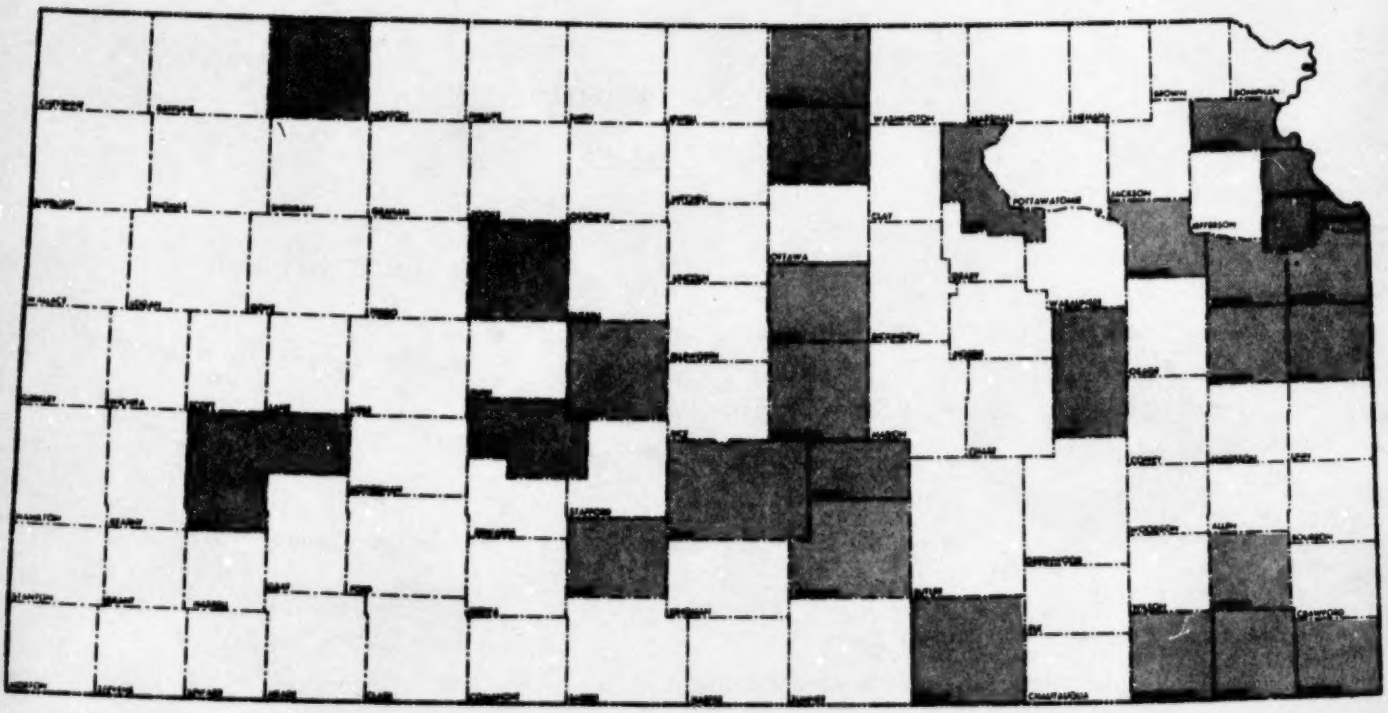
DAY CARE FACILITIES

County	Facility	City
Atchison County	Atchison Day Care Center	Atchison
Barton County	Sunflower Training Center, Inc.	Great Bend
Cherokee County	Class Limited	Columbus
Cloud County	Cloud County Developmental Center	Concordia
Decatur County	Decatur County Mental Health Assn.	Oberlin
Douglas County	Douglas County Assn. for Retarded Children	Lawrence
Ellis County	Hays Day Care Center for Exceptional Children	Hays
Finney County	Russell Child Development Center	Garden City
Franklin County	Franklin County Child Development and Services, Inc.	Ottawa
Harvey County	Prairie View Developmental Center	Newton
Johnson County	Infant Development Center and Pre-School	Shawnee
Leavenworth County	Leavenworth Developmental Services, Inc.	Leavenworth
Lyon County	Hetlinger Developmental Center	Emporia
McPherson County	McPherson County Diversified Services	McPherson
Miami County	Lakemary Center, Inc.	Paola
Montgomery County	Verdigris Valley Developmental Center, Inc.	Independence
Neosho County	Tri-Valley Developmental Center, Inc.	Chanute
Pratt County	Chikaskia Area Training Center	Pratt
Reno County	Reno Occupational Center	Hutchinson
Republic County	Republic County Developmental Center	Belleville
Riley County	Big Lakes Developmental Center, Inc.	Manhattan
Saline County	Saline County Developmental Center	Salina
Sedgwick County	Starkey Developmental Center for Retarded, Inc.	Wichita
	Institute for Logopedics	Wichita
	Rainbows United, Inc.	Wichita
Shawnee County	Menninger Foundation Children's Division	Topeka
	Topeka Association for Retarded Citizens	Topeka
	The Capper Foundation	Topeka
Wyandotte County	Developmental Pre-School	Kansas City

P. L. 89-313 PROGRAM SITES

STATE INSTITUTIONS

County	Facility	City
Cowley County	Winfield State Hospital and Training Center	Winfield
Johnson County	Kansas School for the Deaf	Olathe
Labette County	Parsons State Hospital and Training Center	Parsons
Miami County	Osawatomie State Hospital	Osawatomie
Pawnee County	Larned State Hospital	Larned
Shawnee County	Topeka State Hospital	Topeka
	Kansas Neurological Institute	Topeka
Wyandotte County	Kansas State School for the Visually Handicapped	Kansas City
	Kansas University Medical Center—Special Education Department	Kansas City



P. L. 89-313 program sites are located in 28 of Kansas' 105 counties

10

OVERVIEW OF P. L. 89-313 PROGRAMS

BACKGROUND

Programs for handicapped children can be characterized as much by their differences as by their similarities. A variety of handicapping conditions in various combinations and of varying degrees of severity or magnitude are exhibited by participating children. Programs designed to meet their needs are nearly always different between institutions and for the most part are individualized and therefore unique even within the same institutional environment. To a considerable degree, nearly every participating child is involved in a specialized, personal program tailored to his individual needs.

Summary descriptions and evaluation of the P. L. 89-313 effort in Kansas must therefore be limited to those areas of commonality between and among the varied programs in operation across the state.

Data contained in this report was collected by means of a Self-Assessment Questionnaire specially designed for this purpose and completed by participating institutions.

DISTRIBUTION OF PARTICIPANTS AND FUNDING

The 38 participating institutions, with a total allocation of $1,107,450 reported program participation by 2,971 handicapped children. This represents an average per child 89-313 expenditure of approximately $373.

Participating institutions were asked to identify children by dominant handicap and to pro-rate (best estimate) their total allocation among the types of handicapped children they serve. A summary is presented on the following page.

Dominant Handicap	Number of Participants	Percent of Participants	Percent of Expenditures
Trainable Mentally Retarded	603	26%	25%
Educable Mentally Retarded	201	9%	9%
Learning Disabled	101	4%	2%
Emotionally Disturbed	499	21%	20%
Orthopedically Impaired	57	2%	1%
Visually Handicapped	109	5%	8%
Deaf/Blind	278	12%	15%
Deaf	3	LT ½%	LT ½%
Hard of Hearing	12	½%	½%
Speech Impaired	68	3%	1%
Other Health Impaired	427	18%	19%
	2,358*	100%	100%

– Three categories of handicapped children (TMR, ED, Deaf/Blind) make up 59% of all participants and account for approximately 60% of total expenditures.

Participating children were distributed by age as follows:

	Percent	Number
Age 2 or under	7%	169
Age 3 to 5	21%	507
Age 6 to 17	61%	1,427
Age 18 or older	11%	255
	100%	2,358*

Participating children were distributed by race as follows:

	Number
American Indian or Alaskan Native	6
Black (not of Hispanic Origin)	265
Asian or Pacific Islander	6
Hispanic	76
Caucasion	2,618
	2,971

*Age and handicapping conditions were not reported for an additional 613 participants.

By dominant handicap and by age, participating children were distributed as follows:

	Trainable Mentally Retarded	Educable Mentally Retarded	Learning Disabled	Emotionally Disturbed	Orthopedically Impaired	Visually Handicapped	Deaf/ Blind	Deaf	Hard of Hearing	Speech Impaired	Other Health Impaired
Age 2 or under	44	39	26	1	27	4	–	–	–	4	4
Age 3 to 5	97	95	69	74	30	12	5	3	11	61	50
Age 6 to 17	340	56	6	424	–	82	226	–	1	3	289
Age 18 or older	122	11	–	–	–	11	47	–	–	–	64
	603	201	101	499	57	109	278	3	12	68	427

- 1,073 participating children were classified as severely handicapped
- 935 participating children came from low income families
- 222 participating children were enrollees of non-public schools
- 364 participating children also received indirect or incidental services from the program.

DISTRIBUTION OF PROGRAM ACTIVITIES AND FUNDING

Sixteen of the 38 participating institutions operated programs only during the regular school term, one operated during the summer only, and 21 operated the year around.

Program operations during the regular school year accounted for 84% of all expenditures with summer operations accounting for the remaining 16%.

Among the various educational activities which were supported by 89-313 funds in local programs, the funding support was distributed as indicated on the following page.

Distribution of Funding Support by Educational Activity

Educational Activity	Percent of 89-313 Funds
Pre-reading Skills	8%
Reading Skills	4%
Math	3%
Speech	10%
Other Communications Skills	8%
Language Arts	2%
Fine Motor Skills	6%
Gross Motor Skills	5%
Psychomotor Skills	LT ½%
Vocational Education	5%
Business Education	2%
Self-Care Skills	5%
Art Therapy	LT ½%
Recreation	7%
Mobility and Orientation	5%
Health (Nurse)	LT ½%
Home-School Coordination	2%
*Other	27%
	100%

*Other included such things as staff training, consultant services, transportation, plant operation, parent education, various fixed charges.

DISTRIBUTION OF PROGRAM STAFF TIME

A total of 134.4 (FTE) staff persons were funded at participating institutions. Of that total 22% was Teacher time, 55% was Teacher Aide time, and 23% was funded time of persons other than teachers or aides (therapists, consultants, administrators, clerical staff, etc.).

Among the various types of handicapped children served, teacher and teacher aide time was allocated as follows:

Dominant Handicap	Percent of Participants	Percent of Teacher Time	Percent of Teacher-Aide Time
Trainable Mentally Retarded	32%	23%	28%
Educable Mentally Retarded	9%	5%	7%
Learning Disabled	4%	5%	8%
Emotionally Disturbed	21%	23%	12%
Orthopedically Impaired	2%	3%	1%
Visually Handicapped	5%	6%	7%
Deaf-Blind	12%	7%	4%
Deaf	LT ½%	LT ½%	–
Hard of Hearing	½%	2%	3%
Speech Impaired	3%	7%	8%
Other Health Impaired	18%	19%	22%
	100%	100%	100%

IN-SERVICE TRAINING

Twenty-four percent (24%) of the reporting institutions conduct in-service training for staff members on a weekly basis, 24% do so bi-weekly, 33% do so monthly, and 19% conduct in-service training on an irregular, unscheduled or as needed basis. Funded e penses for in-service training amounted to $100 or less for 79% of the participating institutions. Six percent (6%) reported spending between $100 and $300 for in-service, 6% spent between $300 and $800 and 9% spent in excess of $1,000.

Asked what types or forms of in-serive training activities had been most effective, the participating institutions responded as follows:

Individual case staffings	58%
Demonstrations of teaching or therapy techniques	33%
Workshops conducted by State Agency personnel	21%
Other workshops or seminars	52%
Discussions about handicapping conditions	21%
Demonstrations of materials	6%
A-V presentations	3%
Other	27%

INFORMATION DISSEMINATION

Information about local Title I (P.L. 89-313) programs has been disseminated in a variety of ways. Of the participating institutions, ...

79% have given presentations to local groups
64% have been the subject of newspaper reports
64% conducted tours of Title I activities
39% have published brochures
36% have used local facility publications
30% orientations for non-Title I staff
24% have used the radio or television media
24% have used workshop orientations
18% have had articles in state agency publications
9% have had articles in professional journals

Summary information relating to the P.L. 89-313 program statewide is disseminated via this report which is supplied to all participating institutions, to all Kansas college and junior college libraries, to state educational agencies outside Kansas, and upon request, to other interested parties.

SELECTION OF PARTICIPANTS

Participating institutions were asked to name those areas of deficiency which formed the basis for selecting children to participate in their programs.

73% named deficiencies in Communications Skills
52% named deficiencies in Motor Coordination
42% named deficiencies in Self-Help Skills
30% named deficiencies in Academic Skills
21% named deficiencies in Emotional Maturity
12% named deficiencies in Mobility Skills
6% named deficiencies in Vocational Skills
15% named other areas of deficiency.

Participating institutions were also asked how they identified deficiencies in individual children.

76% identified deficiencies with standardized tests
61% identified deficiencies with behavioral check lists
48% identified deficiencies by observation
33% identified deficiencies with teacher or staff-made tests
12% identified deficiencies with criterion reference tests
21% reported use of other means to identify deficiencies.

Nearly all institutions named more than one area of deficiency which was used to select program participants. Likewise, nearly all institutions named multiple methods of identifying deficiencies in individual children.

PROGRAM ACHIEVEMENTS

Participating institutions were asked to outline the standards for success which they applied to participating children. For the most part objectives are defined for individual children based on assessment and evaluation of that child's needs and capabilities. Based upon initial assessments, and modified as indicated by subsequent updated assessments, individual programs are designed and tailored for each child.

Objectives are couched primarily in terms of increases in developmental age, or of acquisition of task abilities or skills as measured by observable behavioral phenomena. Overall, objective setting and measurement of success tend to be referenced, directly or indirectly, to expected declines in the child's level of dependence.

Testing, recorded observation, use of checklists, and individual case staffings, either singly or more often in combination, are used to document and assess each child's progress.

Because of the wide variations in program objectives among participating institutions and among individual participating children, no single standard for success is common. In reporting program achievements, participating institutions were asked to apply their own standards for success to their own participating children. Based upon this procedure, a reported 79% of participating children were judged successful in Kansas' P.L. 89-313 program during the year. A complete tabular presentation of reported achievement data is contained on the following page.

STUDENT PARTICIPATION – DURATION AND SUCCESS – 1977-1978

Number of weeks in project	Age 2 or under		Age 3–5		Age 6–17		Age 18 or older	
	Participants	Successes	Participants	Successes	Participants	Successes	Participants	Successes
0 – 4	23	19	51	34	71	42	11	3
5 – 8	34	29	60	47	105	70	18	13
9 – 12	24	22	60	55	133	108	9	8
13 – 16	29	27	48	41	29	17	8	7
17 – 20	28	25	45	39	119	75	13	9
21 – 24	33	31	46	43	20	13	1	1
25 – 28	23	22	62	60	90	72	7	2
29 – 32	31	29	57	52	16	12		
33 – 36	52	47	135	118	426	291	61	33
37 – 40	33	30	74	66	165	160	79	79
41 – 44	31	29	91	86	91	72	4	3
45 – 48	25	24	25	22	138	118	69	42
49 – 52	32	29	75	63	53	14	7	0
TOTALS	398	363	830	726	1,456	1,064	287	200

Total Rated Participants = 2,971
Total Judged Successful = 2,353
Success Rate = 79%

P.L. 89-313 PARTICIPANT and STAFF REPORT

Type of Handicapping Condition	I. Number of Children Participating					II. Funded Project Personnel (Full-Time Equivalent, to nearest tenth)				III. Funded Personnel Receiving Training from Project Funds (Full-Time Equivalent, to nearest tenth)				IV. Project Expenditure by Type of Handicap Served
	Age 0–2 (A)	Age 3–5 (B)	Age 6–17 (C)	Age 18–20 (D)	Total Participating (E)	Teachers (F)	Teacher Aides (G)	Other Personnel (H)	Total Personnel (I)	Teachers (J)	Teacher Aides (K)	Other Personnel (L)	Total Personnel (M)	(N)
Trainable Mentally Retarded	44	97	340	122	603	6.8	20	6.6	33.4	1.8	4.2	4.8	10.8	195,890
Educable Mentally Retarded	39	95	56	11	201	1.6	5.4	2.7	9.7	2	4.5	5.1	11.6	67,073
Specific Learning Disabled	26	69	6		101	1.6	6.1	5.3	13	.1	4	4.4	8.5	16,302
Emotionally Disturbed	1	74	424		499	7	8.5	3.6	19.1	2.4	6.1	7	15.5	158,158
Other Health Impaired	24	50	289	64	427	5.7	16.3	2.6	24.6	7	7.2	2.4	16.6	149,510
Orthopedically Impaired	27	30			57	.9	.5	.4	1.8	1.8	.5	5.2	7.5	6,252
Visually Handicapped	4	12	82	11	109	1.9	5.4	2.1	9.4	.1		4.4	4.5	61,740
Deaf-Blind		5	226	47	278	2	3	4.1	9.1					117,812
Deaf		3			3	.1		.1	.2					681
Hard-of-Hearing		11	1		12	.5	2.1	1	3.6			4	4	2,698
Speech Impaired	4	61	3		68	2	5.7	2.8	10.5	2.5	.4	8.2	11.1	9,314
TOTALS	169	507	1,427	255	2,358	30.1	73	31.3	134.4	17.7	26.9	45.5	90.1	785,430

COMMENTARY ON ACHIEVEMENTS

Individualized and responsive instructional programming was most often cited as the major factor contributing to the achievement of children who were judged successful. Also cited, in descending order of frequency of mention, were parental involvement or home follow through, consistant long term attendance, and a low student to staff ratio.

For those students who were not judged successful, inconsistent or short term attendance and lack of effective parental involvement were most frequently cited as factors contributing to lack of success. Also cited were problems related to the effects of multiple handicaps and to difficulty in maintaining sufficient student motivation levels.

PROGRAM ADMINISTRATION

OPERATIONS AND SERVICES

Programs for handicapped children in state operated and state supported facilities funded by Public Law 89-313, an amendment to Public Law 89-10, were administered in a cooperative manner with officials from the State/Federal Programs Administration Section, the Special Education Section and the Division of Mental Health and Retardation Services of the State Department of Social and Rehabilitation Services.

Certification of eligible facilities, collection of average daily attendance data, consolidation of reporting and application development are all responsibilities of the State Agency.

The State Educational Agency is the legal administrative agency for 89-313 funds and has final approval over all projects and expenditure of funds. The State Department of Education provides technical assistance to all facilities in program operation and administration, monitors projects for compliance, develops program operational regulations, distributes funds, determines allocations, maintains fiscal records and prepares evaluations, fiscal, performance and other reports as required by the Bureau of Education for the Handicapped.

Institutions and other facilities which receive P.L. 89-313 funds are responsible for identifying needs of handicapped children and for developing projects in cooperation with other state and local agencies to meet the needs. It is important that the facilities assess the size, scope, and quality of existing programs of educational services for handicapped children, and identify program areas needing improvement. This assures development of supplemental services which more effectively meet the needs of handicapped children. Participating facilities must also submit applications for State approval, maintain fiscal records, operate their projects in accordance with regulations and provide evaluation data at the close of the project.

The State Department of Education conducts an annual workshop for program administrators from local and state facilities to discuss federal regulations, application forms, fiscal requirements, and other reports that must be completed during the project period.

Personnel from the State/Federal Programs Administration of the Department of Education and personnel from the Department of Social and Rehabilitation Services conduct on-site visits during the year to monitor compliance and to provide technical assistance for program improvement.

The State Board of Education is authorized to supervise the Kansas State School for the Deaf and the Kansas School for the Visually Handicapped.

The Division of Institutional Management is authorized to supervise the following institutions for handicapped children.

- Larned State Hospital
- Osawatomie State Hospital
- Parsons State Hospital and Training Center
- Topeka State Hospital
- Winfield State Hospital and Training Center
- Kansas Neurological Institute

The State Department of Social and Rehabilitation Services also certifies, licenses and supervises private day care centers for handicapped children.

The state Title I Office, in conjunction with the various authorized state agencies, coordinates Title I activities. When institutional personnel have received approval from their respective supervising agency, they then contact the State Title I Office concerning the proposed program. Various specialists of the State Department of Education are consulted concerning activities within their respective fields of specialization. The sections of the State Department of Education most commonly contacted are: Special Education, State/Federal Programs Administration, and the Educational Assistance Section.

In addition, several Board of Regents institutions furnish consultative services to institutions for handicapped children.

EVALUATION

Evaluation of P.L. 89-313 programs is performed primarily at the project site level. Funded institutions develop individual objectives for participating children as well as program objectives consistant with the types of handicapped children they serve and the nature of the programs they offer.

State college and university personnel lend consultative services in evaluation to a number of participating institutions. State Department of Education specialists in Special Education are frequently called upon for assistance in local evaluation, as are personnel and facilities of Title IV-C Diagnostic Centers located throughout the state. Evaluation is also among the topics discussed by program coordinators during scheduled regional meetings.

With information derived from Self-Assessment Questionnaires completed and returned by participating institutions, this statewide summary evaluation report is prepared.